

Childminder report

Inspection date:

25 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children display extremely high levels of emotional well-being, arriving cheerfully at the setting. They happily welcome one another into the room and engage in play very quickly, showing they feel very safe and secure. The children thoroughly enjoy having the freedom to make their own choices when exploring their environment. For example, they are particularly interested in using pens and stencils to make marks.

Children have extensive, fun and exciting opportunities to develop their interests and share their ideas. For example, they can confidently use visual cards to select which nursery rhyme they would like to sing with the childminder. The children display very high levels of focus and attention when taking part in this activity. For example, they have great fun, laughing and copying the actions by marching around the room to the 'Grand Old Duke of York'. Children display extremely secure, positive attitudes towards their learning.

Children are very confident, independent and have a strong sense of self. They are highly respectful and have extremely positive relationships with others. For example, they willingly help each other to find their water bottles in preparation for mealtimes. Children recognise the importance of turn-taking and they know how to use a sand timer during play to support this.

What does the early years setting do well and what does it need to do better?

- The childminder supports children's learning extremely well. She creates fun, stimulating activities that ignite children's curiosity and make them excited to learn. For example, babies are engrossed in sensory play and the older children are supported with number recognition. This shows how activities are specifically and purposefully created to reflect and support each child's stage of development.
- The childminder has a strong passion for providing new challenges for children to ensure they make continuous progress in their development. Children are actively encouraged to make their own decisions and are given lots of time to think about their choices. This allows them to rapidly develop their independence and confidence. For example, older children can decide what activities they would like to complete during the day.
- The childminder has extremely high expectations for children's behaviour. She provides excellent explanations to support children's understanding of their actions. Children learn to talk confidently about how they are feeling, and explore different feelings and emotions.
- The childminder uses highly consistent, positive praise and reassurance to support children's learning and behaviour. This creates a stimulating and

enthusiastic environment and, as a result of this, children are self-confident and take pride in their achievements.

- The childminder is very passionate and enthusiastic about teaching children about the wider world through regular conversations and discussions. She actively extends children's language and understanding by introducing new ideas and concepts to them. For example, they talk about different food that is eaten in other countries.
- The childminder has exceptional relationships with parents. Parents say they have an honest, trusting relationship with the childminder, and are very happy with the progress children make with their learning. Parents state that their children are extremely happy at this setting.
- The childminder has an extremely detailed understanding of children's development, and rapidly identifies areas where a child may require some additional support. She has highly effective procedures in place to provide support for children who may have additional needs and/or disabilities, and is confident in seeking support from local agencies if required.
- The childminder is highly skilled at making activities fun and exciting. This helps to create a happy, joyful learning environment for children. For example, the childminder joins in with dancing and singing, which the children find very funny.
- The childminder is particularly reflective and evaluative. She can confidently identify her own strengths and is highly motivated to continue to improve. For example, she engages effectively in an extensive range of training. This allows her to keep her practice up to date, ensuring children consistently receive the highest quality care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has outstanding safeguarding knowledge, and can clearly identify the potential signs and symptoms of abuse. She is highly aware of other potential risks to children, including extremist views. The childminder fully understands her responsibility to safeguard children, and very confidently talks about what steps she would take if she had concerns about a child. The childminder has very robust and effective procedures in place for if an allegation were made about a family member living in the property. Children rapidly learn about how to keep themselves safe. For example, the childminder teaches them about how to cross the road.

Setting details

Unique reference number	2543216
Local authority	Kent
Inspection number	10215425
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder works closely with another childminder in their address in Maidstone, Kent. The childminder cares for children from Monday to Thursday from 7.30am to 5.30pm, term time only, and holds a relevant early years qualification at level 3. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jasmine Nelson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the setting, including the playroom, toilet and garden. These are the only spaces used by the children.
- The childminder and inspector took part in a joint observation.
- The inspector observed the children and their interactions with the childminder.
- The inspector spoke to the childminder and the children at appropriate times.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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